

CHAPTER I

INTRODUCTION

The introduction of this research focuses on (1) background of the study, (2) statement of the problem, (3) purpose of the study, (4) significant of the study, (5) scope and limitation, and (6) definition of key terms. Each point is presented as follows.

1.1 Background of The Study

Teaching constitutes as an interactive activity among the students and the teacher that take place in educational situation. It is a formal process with the ultimate goal to develop the students' knowledge, skills and behaviour. According to Brown (2000) as cited in Wati and Setyaningrum, (2014), teaching is stated by showing and helping a student to learn how to do something, guiding to learn new things and facilitating with knowledge for comprehension purpose. It means that teaching refers to the activity of imparting knowledge from the teacher to the students.

However, teaching is not simply matter of helping students to learn, but also a matter of managing learning activities and everything that occur in the classroom in such a way to create an enjoyable situation to learn (Dwianasari, 2012). With regard to this issue, the demands of the teacher who has highly specialized skills in teaching has several important roles in the classroom. One of the teacher's role is as the classroom manager. It means that the teacher has to be able to manage the classroom in order to make the process of teaching and learning run smoothly (Rusman, 2017). The teacher also has responsibility to recognize and identify

students' needs and also which learning styles suit the most. Moreover, in education realm there are increasing number of beginning teachers who need a program which can help them to practice teaching skills. One of the ways in which the beginning teacher can practice their teaching skills is through mentoring program.

According to Hobson et al. (2008), the term mentoring appears as a means of supporting the professional learning of beginning teacher. Mentoring itself has been described as relationship among more experienced and knowledgeable individual called as mentor and less experienced individual can be regarded as mentee stated by Wai-packard, (2009). It is also known as the long term relationship between mentor and mentees which foster mentees' professional, academic personal development stated by Donaldson et al. (quoted in Pospiech, 2012). Meanwhile, in the educational field particularly in the context of English language teaching, Mentoring has been moderately accepted in the area of English teaching practice supervisory (Kullman, 1998; Arnold, 2006; Balassa, Bodo'czky and Saunders, 2010 as cited in Inayati et al., 2015). It can be seen through the implementation of mentoring program in University of Muhammadiyah Malang particularly (UMM) at English Language Education Department (ELED).

ELED is one of the department which has been implementing Mentoring Program in academic years 2014/2015. It is an extracurricular program of ELED at UMM which involves the students from fourth, sixth and eighth semester who have the ability in teaching and are considered have high proficiency in speaking English. Therefore, the aim of Mentoring Program in ELED is to help the first year student

to improve and also to achieve their English proficiency through certain activities namely; English independent study, presentation, small group discussion, games, and debate. Kulman (1998, as cited in inayati et al., 2014), suggested that in Mentoring Program, mentors play a non-directive role that include assisting mentees' overall development by providing necessary guidance, responding, building positive attitude, and beliefs towards the learning activity. Furthermore, since the mentors and mentees are in the same major, it can build a good relationship among the mentors and mentees, provide a positive learning activities and the mentees will not be afraid of expressing their ideas in front of the class.

Teaching on Mentoring Program is quite similar to teaching in a formal situation. Both of them have an important role in providing knowledge and information to the students. However, teaching English on Mentoring Program is not such an easy job since not all the first year students are in the intermediate or advance level but some of them are in basic level as well. Knowing that fact, the mentors should pay attention on the way how the mentees learn, they also should recognize that every single mentee has different interest in learning English as well. By understanding the mentees interest, the mentors should have the ability to create the creative variation in teaching and learning process such as appropriate approach, methods and techniques for the mentees in order to make the class to be more fun, effective and to avoid the boredom during the lesson session.

In order to get successful in teaching, the use of several techniques are badly needed for the mentors to make the teaching learning process runs effectively and efficiently. According to Antony (1963, as cited in Galindo, 2008), technique refers

to a particular trick, strategies are used as means to do for finishing a specific goal which happened in the classroom. Technique has become the essential element in the teaching and learning process since it is the ways how the subject being conveyed to the students. Furthermore, in the context of language teaching there are several techniques are found in many methods. For instance, translation of literary passage, reading comprehension questions and antonyms/synonyms and so on, those techniques are associated with Grammar Translation Method. Since there are many techniques which develop from method, it is extremely important to be noticed by mentors to consider the best technique that suit the most with the situation and also the mentees' need.

In relation to the current research, there are two previous researches related to the topic, one of them was conducted by Herdianto (2015) entitled "A Study of Teaching Techniques Used in Translation 1 at English Department in University of Muhammadiyah Malang". The research findings reflected that there are eight teaching techniques that implemented by the lecturer in the Translation 1 class. Those techniques are lecturing, small group work/discussion, presentation, group performance, question and answer, result battle, peer editing/correction, and singing aloud.

Another research was conducted by Fitranto (20017) from English Language Education Department of University of Muhammadiyah Malang entitled "The Learning Activity in Mentoring Program of English Language Education Department of University of Muhammadiyah Malang". The researcher found several findings related to the types of learning activity, the problem that was found

during mentoring program session, and the solution how to solve with mentees' problem in doing learning activity. Several kinds of activity found in four language skills which are reading, listening, writing and speaking. The second finding was found on the problem during the mentoring program there are laziness, the less of mentors' creativity to make a fun learning, limited time, the crowded situation and the place as the technical barrier. And the solution which conducted by the mentor was motivate more the mentees by using fun learning and mentor's selection chosen well. The distinction between two previous researches and this current research are on the object of the research. In this research, the researcher focuses on the teaching technique implemented in Mentoring Program at ELED, unlike two previous researches, which observed on the teaching technique that used in the Translation 1 while the second previous research observed on the learning activity on the mentoring program.

As preliminary observation and reflection by the researcher who has been joining mentoring program in academic year 2014/2015, the researcher is interested in conducting this research due to some reasons. First, the mentoring program is still categorized as a relatively new program and owned by English Department which conducted in academic year 2014/2015. The second reason is since in a formal teaching learning process between lecturer/teacher and students, so the English Department involves students from fourth, sixth and eighth semester to get involved in conducting the mentoring program as mentors. The third reason is because the teaching learning process in mentoring program is different from the formal one where the teaching and learning process in mentoring program is more

fun and more conducive since there is no many students in a group. For those three reasons and preliminary observation provided above, the researcher conducts the research entitled “Teaching Techniques Implemented by Mentors in Mentoring Program of English Language Education Department”.

1.2 Statement of the Problems

Based on the background of the study, statement of the problems are formulated as follows:

1. What are the teaching technique implemented by the mentors in Mentoring Program of English Language Education Department at University of Muhammadiyah Malang in Academic Year 2017?
2. What are the problems faced by the mentors in implementing the teaching technique in Mentoring Program of English Language Education Department at University of Muhammadiyah Malang in Academic Year 2017?
3. What are the mentors’ solutions in overcoming the problems in implementing the teaching technique in Mentoring Program of English Language Education Department at University of Muhammadiyah Malang in Academic Year 2017?

1.3 Purpose of the Study

Based on the statement of the problems provided above, the problem of this study raise the purposes of the research below:

1. To describe the teaching techniques implemented by the mentors in Mentoring Program of English Language Education Department at niversity of Muhammadiyah Malang in Academic Year 2017.

2. To describe the problems faced by the mentors in implementing the teaching technique in Mentoring Program of English Language Education Department at University of Muhammadiyah Malang in Academic Year 2017.
3. To know the mentors' solutions in overcoming the problems in implementing the teaching technique in Mentoring Program of English Language Education Department at University of Muhammadiyah Malang in Academic Year 2017.

1.4 Significant of the Study

In general, the results of this research are expected to give the contribution for the mentors, the students of English Department, and next researcher. For the mentors, by reading this research, the mentors will get more information on special teaching techniques used in teaching mentoring program. In addition, the mentors will be more easily to find out the right teaching techniques for mentoring program. For students at the University of Muhammadiyah Malang, students will develop their new knowledge of teaching techniques for mentoring program and they are able to perform their thesis based on the above phenomenon. For the next researchers who are interested in doing research about the teaching techniques implemented in mentoring program, this research will contribute to serve as a reference and additional source of knowledge for conducting subsequent research.

1.5 Scope and Limitation

The researcher only focuses on the teaching technique implemented by mentor in mentoring program especially in Academic Year 2017. The limitation of this research concerns only on the college students who had becoming mentor in Mentoring Program of English Language Education Department at University of

Muhammadiyah Malang in Academic Year 2017. In point of fact, there are 30 mentors who teach the mentoring program. Nevertheless, the researcher only took three mentors as a research subject.

1.6 Definition of the Key Terms

In order to avoid the ambiguity and misunderstanding in interpreting this research, the researcher would like to presents some definitions of key terms as follows:

1. Teaching

According to Brown (2002) as cited in Wati and Setyaningrum, (2014), teaching is stated by showing and helping a student to learn how to do something, guiding to learn new things and facilitating with knowledge for comprehension purpose.

2. Technique

Based on Antony (1963) as cited in Galindo (2008), technique refers to a particular trick, strategies used as means to do for finishing a specific goal which happened in the classroom.

3. Mentoring

Based on Donaldson, Easher and Grant-Vllone as cited in (Wai-Packar, 2009), mentoring can be explained as a relationship between someone who has a big influence to give the ideas, experiences, and skills to novice students in order to improve their academic and personal development.

4. Mentor

A mentor is individual who has primary responsible for providing guidance, advice, and knowledge toward the mentee stated by Court Services and Offender Supervision Agency for the District of Columbia (2017).

5. Mentee

Mentee is regarded as individual being mentored by the mentor.

